



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1145 East Washington, Phoenix, AZ 85034

Tertulia: A Learning Community

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing
2003-04 Performing
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Juan Sierra
Schedule : 07:15 AM to 05:00 PM
Grades : 4-8
2005 Enrollment : 136
Web Address : www.tertulia.k12.az.us
Phone Number : (602) 340-0949
Fax Number : (602) 262-2570
E-mail : jsierra@tertulia.k12.az.us

Mission

The mission of Tertulia Pre-College Community is to ensure that all students attend a four-year college or university. Our motto is: we will do WHATEVER IS NECESSARY to achieve our mission.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 Out of Improvement
2002-03 Year 1

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All students will achieve grade-level fluency or above in all academic areas.
- ü All students will achieve grade-level or above fluency in a second language (Spanish and English only.)

Enrollment

October 1, 2004 School Year Student Enrollment : 107
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 136

Tertulia Pre-College Community Intermediate Campus

Instructional Programs

- Ü Extended School Year (200-day Calendar)
- Ü Dual-language Bilingual Prog. (4th/5th)
- Ü Multicultural/Multilinguistic Classrooms
- Ü Spanish Language Arts for all students
- Ü ASU Collaboration -- DELTA Partnership
- Ü YMCA Partnership
- Ü After School Tutoring

Calendar Information

Number of Instruction Days :	200
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/8/2005
Last Day of School :	6/22/2006

Shared Responsibilities

School

Tertulia creates and implements a program that will ensure our students meet or exceed academic standards and are prepared to be successful in a high school with high college matriculation rates.

Parents

Parents are expected to support school's mission and model successful behavior. Parents are also expected to participate in a nine-week long (one night per week) PRIDE institute aimed at helping parents develop the skills to best help assist their children on their quest for a college education.

Transportation Policy

Tertulia is committed to assisting all parents with their transportation needs. We have students from all over the valley, as well as from the immediate neighborhood, and will make every effort to provide transportation. Although transportation is not guaranteed, we will make every effort to accomodate any reasonable requests.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	24	78906	100	100	99	455	455	498	26	26	13	43	43	19	30	30	48	0	0	20
All Students (Prior Year)	23	23	76019	100	100	100	455	455	499	36	36	14	55	55	39	9	9	14	0	0	33
Female	12	12	38644	100	100	99	451	451	500	25	25	12	58	58	19	17	17	49	0	0	19
Male	12	12	40236	100	100	99	460	460	497	27	27	15	27	27	19	45	45	46	0	0	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	24	24	31938	100	100	99	455	455	481	26	26	19	43	43	25	30	30	46	0	0	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	--	--	36483	--	--	99	--	--	517	--	--	7	--	--	13	--	--	51	--	--	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	21	21	68310	100	100	98	460	460	509	20	20	9	45	45	18	35	35	51	0	0	22
Limited English Proficient Students	20	20	12573	100	100	100	451	451	454	26	26	27	47	47	30	26	26	38	0	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	23	23	38679	100	100	96	456	456	483	27	27	20	41	41	25	32	32	45	0	0	10
Non-Economically Disadvantaged	NC	NC	40295	NC	NC	100	NC	NC	513	NC	NC	7	NC	NC	13	NC	NC	50	NC	NC	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	24	78908	100	0	99	449	449	484	22	22	10	43	43	23	35	35	58	0	0	9
All Students (Prior Year)	23	23	76020	100	100	100	478	478	503	82	82	25	0	0	23	18	18	40	0	0	12
Female	12	12	38648	100	0	99	448	448	489	17	17	8	50	50	22	33	33	61	0	0	10
Male	12	12	40233	100	0	99	450	450	479	27	27	12	36	36	25	36	36	55	0	0	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	24	24	31940	100	0	99	449	449	465	22	22	16	43	43	32	35	35	49	0	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	--	--	36502	--	--	99	--	--	502	--	--	4	--	--	14	--	--	67	--	--	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	21	21	68312	100	0	98	454	454	493	15	15	7	45	45	21	40	40	62	0	0	10
Limited English Proficient Students	20	20	12556	100	0	100	445	445	436	26	26	24	42	42	40	32	32	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	23	23	38662	100	0	96	448	448	468	23	23	16	41	41	32	36	36	49	0	0	3
Non-Economically Disadvantaged	NC	NC	40315	NC	NC	100	NC	NC	498	NC	NC	5	NC	NC	15	NC	NC	66	NC	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	23	78750	96	100	99	489	489	500	9	9	6	32	32	29	59	59	63	0	0	2
All Students (Prior Year)	23	23	75673	100	100	100	490	490	530	18	18	12	36	36	25	45	45	58	0	0	4
Female	12	12	38586	100	100	99	508	508	515	0	0	4	33	33	22	67	67	71	0	0	3
Male	11	11	40135	92	100	99	466	466	486	20	20	8	30	30	35	50	50	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	23	23	31841	96	100	99	489	489	483	9	9	8	32	32	36	59	59	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	--	--	36440	--	--	99	--	--	516	--	--	3	--	--	22	--	--	71	--	--	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	21	21	68196	100	100	98	506	506	513	0	0	3	35	35	25	65	65	69	0	0	3
Limited English Proficient Students	20	20	12504	100	100	100	485	485	451	11	11	12	32	32	44	58	58	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	22	22	38558	96	100	96	486	486	485	10	10	8	33	33	37	57	57	54	0	0	1
Non-Economically Disadvantaged	NC	NC	40260	NC	NC	100	NC	NC	514	NC	NC	3	NC	NC	21	NC	NC	72	NC	NC	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	28	78250	100	100	99	531	531	548	42	42	21	8	8	18	46	46	48	4	4	13
All Students (Prior Year)	21	21	75001	47	47	99	472	472	468	20	20	37	50	50	36	20	20	16	10	10	10
Female	NC	NC	38071	NC	NC	99	NC	NC	549	NC	NC	20	NC	NC	19	NC	NC	49	NC	NC	12
Male	22	22	40126	100	100	99	529	529	547	48	48	23	5	5	17	43	43	46	5	5	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	27	27	29129	96	96	99	532	532	527	40	40	32	8	8	23	48	48	40	4	4	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	NC	NC	38320	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	14	NC	NC	55	NC	NC	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	26	26	68996	100	100	99	534	534	561	40	40	16	8	8	18	48	48	52	4	4	14
Limited English Proficient Students	18	18	10133	100	100	100	526	526	488	43	43	45	10	10	25	43	43	28	5	5	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	26	26	33388	100	100	94	533	533	530	42	42	32	8	8	22	46	46	40	4	4	5
Non-Economically Disadvantaged	NC	NC	44937	NC	NC	100	NC	NC	561	NC	NC	13	NC	NC	15	NC	NC	54	NC	NC	18

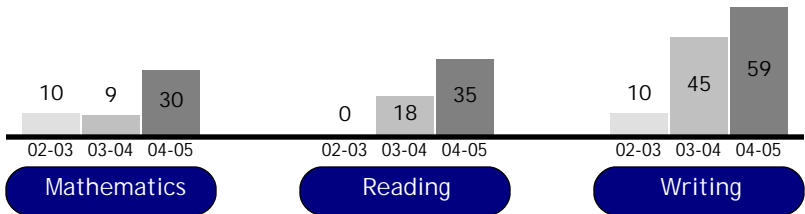
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	28	78302	100	0	99	482	482	512	27	27	11	35	35	25	38	38	57	0	0	7
All Students (Prior Year)	21	21	74918	47	47	99	488	488	497	40	40	32	20	20	19	40	40	35	0	0	15
Female	NC	NC	38082	NC	NC	99	NC	NC	518	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Male	22	22	40166	100	0	99	481	481	507	29	29	14	29	29	26	43	43	54	0	0	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	27	27	29152	96	0	99	484	484	492	24	24	17	36	36	34	40	40	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	NC	NC	38347	NC	NC	99	NC	NC	531	NC	NC	5	NC	NC	17	NC	NC	68	NC	NC	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	26	26	69024	100	0	99	484	484	524	24	24	7	36	36	23	40	40	62	0	0	7
Limited English Proficient Students	18	18	10140	100	0	100	475	475	451	29	29	28	38	38	43	33	33	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	26	26	33398	100	0	94	484	484	495	25	25	18	38	38	35	38	38	46	0	0	2
Non-Economically Disadvantaged	NC	NC	44979	NC	NC	100	NC	NC	525	NC	NC	6	NC	NC	18	NC	NC	66	NC	NC	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	28	78094	100	100	99	510	510	545	8	8	3	42	42	18	50	50	77	0	0	2
All Students (Prior Year)	21	21	74503	47	47	99	482	482	491	10	10	9	20	20	32	70	70	51	0	0	8
Female	NC	NC	38025	NC	NC	99	NC	NC	558	NC	NC	2	NC	NC	13	NC	NC	82	NC	NC	2
Male	22	22	40013	100	100	99	512	512	534	5	5	5	43	43	23	52	52	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	27	27	29068	96	96	99	509	509	523	8	8	5	44	44	27	48	48	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	NC	NC	38265	NC	NC	99	NC	NC	564	NC	NC	2	NC	NC	11	NC	NC	84	NC	NC	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	26	26	68892	100	100	98	510	510	559	8	8	2	40	40	14	52	52	82	0	0	2
Limited English Proficient Students	18	18	10084	100	100	100	495	495	474	10	10	10	48	48	39	43	43	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	26	26	33296	100	100	94	507	507	527	8	8	5	42	42	27	50	50	67	0	0	0
Non-Economically Disadvantaged	NC	NC	44871	NC	NC	100	NC	NC	559	NC	NC	2	NC	NC	12	NC	NC	84	NC	NC	3

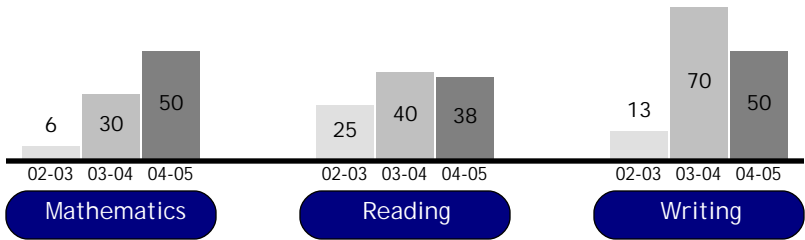
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	--	--	20	52	--	--	NA	56	--	--	34	48
	Language	--	--	28	48	--	--	NA	52	--	--	31	49
	Mathematics	--	--	28	57	--	--	NA	61	--	--	32	53
5	Reading	100	20	20	50	100	15	NA	55	100	27	27	50
	Language	100	14	14	46	100	17	17	49	100	28	28	50
	Mathematics	100	25	25	57	100	19	19	63	100	32	32	49
6	Reading	88	21	21	53	89	NA	NA	56	100	29	29	51
	Language	92	8	8	45	94	NA	NA	48	100	24	24	47
	Mathematics	92	26	26	62	94	NA	NA	66	100	22	22	52
7	Reading	100	24	24	51	84	13	NA	54	100	29	29	50
	Language	95	30	30	54	84	7	7	58	100	30	30	52
	Mathematics	100	48	48	58	80	16	16	62	100	30	30	50
8	Reading	100	29	29	53	66	NA	NA	55	100	31	31	51
	Language	100	17	17	49	75	NA	NA	52	100	40	40	50
	Mathematics	100	31	31	58	73	NA	NA	61	100	45	45	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Tertulia Pre-College Community Intermediate Campus

School Site Council

Council Composition

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Council Duties

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	5.00
Other Professional Staff	1.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	1	0	0
4 to 6 years	1	2	0	0
7 to 9 years	0	0	0	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	6
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	16%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Internet access in all classrooms
- Ü Computers in all classrooms

Extracurricular Activities

- Ü Out of town College/University Trips
- Ü ASU Collaboration -- DELTA Partnership
- Ü YMCA partnership
- Ü After-school Tutoring

Social Services

- Ü Adult Education
- Ü Parenting Classes
- Ü Health Services Assistance

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü Students developing second language proficiency in Spanish, as well as English.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	5	12	12	17
Transfers In Rate ⁶	17	28	28	37
Stability Rate ⁷	94	87	87	82
Promotion Rate ⁸	86	96	95	81
Retention Rate ⁹	10	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	2	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Tertulia students are expected to exhibit a high level of responsible conduct. There is a Zero-Tolerance Policy towards any activities which threaten the safety of any students, staff or community members.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jaqueline Perea-Gutierrez	(602) 262-2200
Transportation Policy	Wesley Norris	(602) 340-0949
Community Resources	Jaqueline Perea-Gutierrez	(602) 262-2200
School Nutrition Programs	Laura Gómez	(602) 262-2200
Parent Organization	Jaqueline Perea-Gutierrez	(602) 262-2200
Student Health/Nurse	Community Wellness	(480) 325-9459

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.